



SEND (Special Educational Needs and Disabilities) Policy

This policy is the responsibility of the Director of Teaching and Learning and the Head of Learning Support to review and update annually.

Scope

Malvern St James is committed to the equal treatment of all pupils including those with Special Educational Needs and Disabilities ('SEND'). This policy works towards eliminating disadvantages for pupils with SEND by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision;
- not treating disabled pupils less favourably than their peers;
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education;
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND;
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the following School policies:

- School's Admissions Policy
- Equal Opportunities and Race Equality Policy
- 3 Year Accessibility Plan
- Safeguarding Pupils and Child Protection Policy
- More Able Policy
- Teaching and Learning Policy
- Anti-bullying Policy
- Early Years Foundation Stage Policy
- Safeguarding Policy
- English as an Additional Language (EAL) Policy

Definition of special educational needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Only those who satisfy the two criteria below are considered to have special educational needs:

- they must have either a learning difficulty and/or a disability; and
- that learning difficulty or disability must require special educational provision to be made for them.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Aims

1. The effective implementation of relevant acts, codes of practice and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils, and to eliminate prejudice and discrimination;
2. To identify, at the earliest opportunity, any pupil who may have SEND;
3. To ensure that special educational needs, disability and inclusion provision is valued and accessed by staff and parents/guardians, and that all pupils are perceived positively by all members of the School community;
4. To ensure that all teachers are aware of each pupil's needs and that such needs are a shared responsibility of all staff;
5. To monitor the progress of all pupils, identifying needs as they arise and providing support as early as possible;

6. To provide full access to the curriculum through differentiated planning by class teachers, Learning Support teachers and support staff, as appropriate;
7. To promote a growth mindset in all learners, including those identified as having SEND;
8. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having special educational needs and disabilities on the SEND Register;
9. To involve pupils in any planning and decision making that affects them;
10. To involve parents/guardians at every stage in the plans to meet their child's needs;
11. To provide regular INSET programmes for teachers; and
12. To provide support for teachers so that the School is able to meet the individual learning needs of pupils.

Disability and Special Educational Needs provision

The School currently has limited facilities for pupils with disabilities and SEN. However, the School will comply with its responsibilities under the Equality Act 2010, in order to accommodate the needs of applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

The School needs to be aware of any known disability or special educational need which may affect a child's ability to participate and take full advantage of the education provided at the School. Parents of a child who has any disability or special educational needs should provide the School with written evidence prior to the admissions procedure, at registration, or subsequently before accepting the offer of a place.

The School can then assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the child and that the School can cater adequately for the pupil if an offer of a place is made.

The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary. Similarly, if special educational needs or a disability become apparent after admission, the School will consult with parents about reasonable adjustments, in order to allow the child to continue at the School (see *3 Year Accessibility Plan*).

Governor and staff responsibilities

The governing body is responsible for determining school policy and provision for pupils with SEND.

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy in practice. The Director of Teaching and Learning line manages the Head of Learning Support and as such advises the Head on matters as detailed above.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can

identify, assess and make provision to meet those needs.

Role of Head of Learning Support

The Head of Learning Support responsibilities include:

- determining the strategic development of the SEND policy and provision in the School, together with the Head and governing body;
- advising SLT on the strategic development of SEND provision across the School and managing the SEND budget;
- having overall day-to-day responsibility for the operation of the SEND policy;
- coordinating specific provision for children with SEND, including those who have Education, Health & Care Plans (EHCPs);
- ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND;
- working with the Learning Support Team to ensure that Pupil Profiles (PPs) are regularly updated;
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate;
- administering Access Arrangements for public examinations and liaising with the Examinations Officer to ensure appropriate provision;
- ensuring parental insights are considered by the School to support their child's SEND, liaising with the Director of Pastoral Care, the Health and Wellbeing Centre staff, external professionals and agencies, as appropriate;
- ensuring that the School keeps records of all pupils with SEND up to date;
- managing the SENCO and Learning Support staff, chairing weekly departmental meetings and liaising with Head of EAL and Examinations Officer and;
- monitoring and evaluating pupil progress, in consultation with Heads of Departments, Heads of Year and the Director of Teaching and Learning.

Along with the Director of Teaching and Learning, Heads of Year and Heads of Subject, have responsibility for assessment and tracking, which enables them to monitor progress, and to work with teaching staff to ensure the needs of all pupils are being met, enabling every child to achieve her potential

Role of the SENCO

- to work closely with the Head of Learning Support, Heads of Year and Heads of Department to identify need and secure appropriate provision;
- support the Head of Learning Support to maintain the SEND register on iSAMS as well as creating and reviewing electronic pupil profiles on the school network;
- contributing to regular meetings with Learning Support staff, as directed by the Head of Learning Support;
- working with the Head of Learning Support to create the timetables for individual lesson provision in consultation with parents, staff and pupils; and
- coordinating specific provision for children with SEND, including those who have Education, Health & Care Plans (EHCPs).

Role of the Learning Support teachers:

- To plan and deliver effective and personalised individual lessons;
- To keep up to date records and evaluate the success of the interventions;
- To create PPs as appropriate;
- To communicate effectively with staff and parents;
- To contribute to the reporting/feedback process for individual pupils and;
- To contribute to sharing of good practice within the department.

Role of class teacher

As all teachers are teachers of children with special educational needs and are responsible for pupils with SEND.

They should:

- Familiarise themselves with the information on the SEND register and identify and note those pupils with Special Educational Needs;
- Ensure that differentiation is used, as appropriate, and in line with the departmental policy, in order to allow children with Special Educational Needs and Disabilities greater access to subject matter;
- Cater for the learning styles and individual needs of all children, including specific awareness of any PP strategies;
- Discuss with Heads of Subject any child causing concern due to a lack of expected progress; for example, if a pupil is not achieving their expected level of attainment on progress reports; and
- Foster both a love of learning and the necessary resilience for individuals to make the best of their learning.

Teachers can refer pupils to the LS Department using the online Pupil Referral Form.

Role of Head of Subject

Heads of Subjects ensure that regular opportunities are provided in department meetings for discussion about pupils causing concern, including pupils with SEND. Heads of Subject carefully track academic progress in their subject area and ensure that timetabled Drop-Ins or times when staff are available to provide support are available so pupils can get help when needed.

Each department is expected to cater for the learning styles and individual needs of all children, including specific awareness of any PP strategies.

Heads of Subject should ensure that:

- They access the SEND register and the PPs (which are available electronically), and inform their staff;
- Use and contribute to the strategies outlined in the Waves of support and inform their staff;
- Invite the Head of Learning Support/SENCO to attend departmental meetings to discuss SEND issues; and
- Attend HOS and staff meetings to hear updates from the Head of Learning Support and/or

SENCO and inform the Head of Learning Support as necessary.

Identifying and supporting pupils with SEND

The School is committed to early identification of and intervention with children who may have SEND and works closely with staff at all stages to achieve this.

A pupil may enter the school with identified SEND, but SEND may also be identified through the school assessment practice. The needs of the whole child are considered when identifying SEND, which may relate to:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The Head of Learning Support/SENCO can identify possible learning difficulties at the following stages during screening and assessment processes:

- **Key Stage 2** - Pupils are screened in September for spelling and reading accuracy and progress in reading comprehension, numeracy and spelling, punctuation and grammar is monitored termly.
- **Year 7** - Pupils are screened in September for spelling, reading comprehension, reading accuracy and writing skills.
- **Years 8 and 9** - Pupils are screened in September for spelling and reading comprehension. Reading accuracy will be retested on an individual basis dependent upon previous results.
- **Key Stage 3** - Pupils attending Maths Learning Support lessons are screened in September for maths.
- **Key Stage 3, 4 and 5** - In Year 7, Year 10 and Year 12 MidYis, Yellis and Alis assessments are taken by pupils. All exam results are analysed to monitor expected progress.

Teachers across the school may be instrumental in identifying potential SEND if a pupil is failing to make progress as expected within the year group, despite employing a range of strategies and interventions. Teachers are able to complete an online referral form that states the concerns and details the interventions implemented. The follow up process is shown in the flow chart (**see Appendix 3**). Concerns can also be raised by parents and pupils and use the same flow chart.

The Learning Support Department works closely with the Head of Careers and pupils in Years 12 and 13 who may qualify for a Disabled Student's Allowance are given advice and guidelines, in order that any support necessary is in place for the next stage in their education.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean

that a pupil has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an Educational Psychologist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEND, the School will take steps to put appropriate special educational provision in place, taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child. The outcome of this action and this communication will in the first instance be via the Head of Learning Support or SENCO. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Malvern St James' SEND Intervention Procedure

We aim to provide a graduated response to match each pupil's level of need. Parents are involved in decision making and are kept fully informed of the recommendations, actions and interventions at all stages through emails, meetings and telephone.

The Head of Learning Support or SENCO will gather evidence on any pupil, who teachers or parents have concerns about. They will follow the referral process (appendix 3) to support them in the best way possible.

If, after investigation, a pupil meets the criteria then they will be placed on the SEND register. If they are on the SEND register, they will have a PP which will be reviewed after regular intervals. This will be written by the Learning Support staff, but always in consultation with pupils, parents, guardians and teachers. It may also involve consultation with and advice from external agencies. This information is communicated to both parents and teaching staff. These pupils should receive additional in-class support through targeted teaching approaches.

More regular specialist support may be recommended or parents may decide to choose to have extra support for their child. During the admissions process, additional support may be made a condition of entry. This level of support is provided on a fee basis. The progress of these pupils is monitored by Heads of Department, the relevant Heads of Year, the Head of Learning Support and the SENCO over the year.

It should be noted that pupils do not necessarily remain on the SEND register for the entirety of their remaining time at Malvern St James. Should a pupil's progress improve to the extent that they are working at the expected level for their age and underlying ability, it is likely that they would be taken off the SEND register and additional support such as learning support lessons would cease. It is usual practice that the pupils would remain on the monitor register for a year after any additional support was ceased to ensure that they were coping without this support.

Malvern St James' graduated response is delivered through the Waves of Intervention (see Appendix 1): Progress through the Waves depends on need. A pupil's needs may be met (for example) by

Wave 2.

Wave 1: Quality first teaching with reasonable adjustments/differentiation for pupils with a recognised learning need or SEND within the context of day-to-day classroom teaching.

Once a class teacher has identified that a pupil is not meeting expected progress (for example, via a 5 for attainment on a Progress Report) then this has to be raised by the class teacher with their Head of Subject. Strategies must also be put in place within the classroom setting. At this point a decision may be made to refer to the LS Department. The Head of Learning Support or SENCO will then follow up any referrals.

Wave 2: Small group interventions to teach key skills, target specific areas or year groups or support for small groups within mainstream lessons or Drop-In clinics. These interventions are provided by the Learning Support department or teaching staff both within and outside of teaching time.

Pupils are eligible to attend a range of sessions according to their needs, as identified by Head of Learning Support/SENCO and class teacher. Form Tutor and Heads of Year are informed of Wave 2 provision. Not all pupils can attend these sessions due to timetabling restrictions; these pupils may be seen individually or in pairs for a similar time period (up to six sessions). This is need-dependent rather than time-dependent; if the pupil continues to not meet expected progress, then after completing the sessions, the Head of Learning Support/SENCO reviews progress with the relevant class teacher. This could trigger further action and possibly a move to Wave 3.

Wave 3: Individual Learning Support lessons for Literacy, Numeracy, Science or Curriculum Support. Learning Support lessons are arranged to minimise disruption to lessons.

A pupil may have adjustments or a reduction to her curriculum based on recommendations by the Head of Learning Support, SENCO, Educational Psychologist or medical report in consultation with parents, the pupil, HOY and Director of Teaching and Learning. Currently, we do not automatically move to requesting an EP (Educational Psychologist's) report once a pupil reaches Wave 3. If a pupil is identified as having more specialist/specific difficulties, then the Head of Learning Support/SENCO might recommend that an EP or other specialist assessment takes place, the cost of which is met by the parents/guardians.

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

Recording progress of pupils with SEND

The School will record the progress and support for pupils in the SEND category on the Additional Needs Register. This is recorded on the Pupil Profile and in teachers' lesson notes. The Pupil Profile is written in consultation with the pupil's Learning Support teacher, the SENCO / Head of Learning Support, the pupil and their parents and kept on the School's Management Information System.

The Pupil Profile may be amended as and when circumstances change and at the request of the pupil, parent, Learning Support teacher, or SENCO / Head of Learning Support.

The pupil (subject to their age and understanding), together with their parents and Learning Support teacher, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School will measure the overall progress of pupils with SEND at the end of key stages such as GCSE and A Level to see how much progress they make, to evaluate the effectiveness of the interventions implemented.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The designated teacher responsible for coordinating SEND provision in the EYFS provision is the SENCO. The Head of EYFS will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Learning Support Provision

All pupils are able to access support from the department as shown in the **Provision Map (see Appendix 2)** this includes:

- Prep Drop-In: this runs Monday to Thursday after school during Prep time and is staffed by a teacher from the Learning Support Department and offers help with Preparation for any student from Year 7-13.
- Touch typing lessons are offered.
- The Senior department runs an 'Open door' policy so that individuals may discuss difficulties or concerns whenever they arise.
- One-to-one provision is part of the graduated response to Learning Support needs. This will predominantly be provided directly by the Learning Support department. It is recommended for many SEND pupils and may be a requirement on entry if a pupil has an existing or identified SEND need. These one-to-one lessons are charged to parents. Individual support may also be provided by other areas within the School such as The Health and Wellbeing Centre.
- The Learning Support Department may mentor pupils in response to concerns raised by Heads of Year (HOYs); this is to provide specific individualised support as directed by the HOY. This could be a short-term intervention or a longer programme of support. Mentoring focuses on supporting and enabling an individual to be able to cope with problems or barriers to learning that they may be facing.

Entitlements to additional time and/or support in external assessments

Pupils who have a learning difficulty may be entitled to reasonable adjustments in their external assessments, such as additional time or a computer reader. The costs for any examination access arrangements will be borne by the School.

The Head of Learning Support is responsible for collecting evidence and for managing exam access arrangements and applications:

- The Learning Support Department follows JCQ Regulations (Access Arrangements and Reasonable Adjustments) and exam board procedures.
- Access arrangements for external exams are only processed for those candidates who have an impairment which has a long term and substantial effect, giving rise to persistent and

significant difficulties.

- The arrangements must reflect the candidate's normal way of working.
- Access arrangements, as outlined above, may be given for Entrance Examinations.
- The LS Department works with the Examinations Officer to support access arrangements for internal exams in Key Stage 3, 4 and 5.
- If it is felt that a pupil may require access arrangements, evidence is gathered from staff to show that this is the pupil's normal way of working.
- Staff may refer a pupil to the Learning Support Department if they feel the pupil has a disability or significant learning difficulty which may require the use of access arrangements.

Further aspects relating to SEND provision

Admissions

The School is academically selective and welcomes all pupils who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantage which may be encountered by applicants with a disability.

The School will treat every application from an SEND pupil in a fair, open-minded way. The School will assess all pupils for admission on the basis of its standard selection criteria.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with SEND are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's entrance exam. This is so that any reasonable adjustments can be made. Any requests for special arrangements such as extra time or large print material, should be supported by a medical or educational psychologist's report. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND (if known). Assessment may comprise meetings with parents, consideration of any professional reports, references from previous schools and assessment of the pupil at a taster day, including the use of formal and/or informal screening. Recommendations about Learning Support needs and/or necessity for one-to-one lessons is part of the SENCO/Head of Learning Support's feedback and is an important part of the Admissions process.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these

circumstances and the acceptance deposit will be returned.

Pupils with an Education, Health & Care Plan (EHCP)

The needs of the majority of pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHCP for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHCP, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHCP can be delivered by the School. Any additional services that are needed to meet the requirements of the EHCP may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHCP. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHCPs are carried out as required.

Three-year Accessibility Plan

A copy of the School's Accessibility Plan can be provided upon request. This sets out the School's plan, where reasonable, to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and Behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum and PSHEEC the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's Anti-bullying Policy makes clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that pupils with SEND may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to difficulties with learning or wider mental health issues. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Safeguarding Pupils and Children Protection Policy will be followed if there are any safeguarding concerns relating to a child.

Communication with Parents/Guardians

The Pupil Profile (PP) is emailed out in October/November every year for parents to comment upon. Feedback is responded to and acted upon, in the learner's best interests. These documents are also taken by the Head of Learning Support and SENCO to Parents' Consultation, for any further comments to be added by parents.

The PPs routinely contain updated pupil comments, sought each year and added to those already recorded for existing pupils. The PPs are reviewed once a year with input from pupils; they are issued to parents/guardians in October/November each year. However, should a pupil's needs change, the PP will be updated accordingly, and the updated version shared with the pupil's parents/guardians and School staff.

The Head of Learning Support/SENCO communicates with parents at least three times per academic year, including Parents' Consultations if attended by the relevant parents/guardian. The Head of Learning Support and SENCO regularly invite parents to meet with them in person, should they have any concerns and ensure these concerns are addressed in a timely manner, ensuring open channels of communication with teaching staff.

English as an Additional Language (EAL)

Pupils are registered as EAL if they have an additional language as their first language and speak an additional language in their home environment.

At Malvern St James we value the fact that some of our pupils speak a variety of languages, whilst recognising that competency in English is important for accessing the curriculum. We recognise that a pupil who does not have English as a first language may also have SEND. The departments work together to establish if a pupil's performance is due to limitations in their English or if it arises from SEND (see English as an Additional Language (EAL) Policy).

More Able

Malvern St James recognises that pupils have different levels of ability and natural talent and individual teachers differentiate their work in response to this group. Pupils can participate in a wide range of challenging clubs and activities. The school has a separate More Able Policy that details the identification of More Able pupils.

Records of SEND

All pupils with SEND are listed on the SEND register. In addition, there is a separate Additional Support register that details pupils who receive support but do not meet the definition of SEND. There is also a Monitor register for those pupils who have been identified as having possible difficulties or pupils who have exited either the SEND or Additional Support register and are being tracked to ensure progress is continuing.

The Learning Support department maintains secure paper and increasingly electronic records, containing detailed records of information for all relevant pupils in the department.

Evaluation of Learning Support provision

The effectiveness of the School's provision is evaluated annually by the Head of Learning Support, SENCO, the Director of Teaching and Learning and academic staff. Due to the nature of Learning Support, in that it is a matter for the whole school, it is not always possible to measure progress in quantifiable terms. Within the whole school, systems are in place for tracking pupil progress. The list below provides a sample of the ways that the Department is able to evaluate its success.

Analysis of:

- Pupils' progress and standards e.g. in literacy, behaviour and a variety of test results;
- GCSE/GCE results as compared to the potential of pupils;
- Pupil MIDYIS score and summer examination score - a correlation is carried out for all pupils;
- The views of parents and pupils;
- 1:1 lesson objectives and learning targets;
- The reviews of Wave 2 intervention.

The Head of Learning Support and SENCO observe lessons to specifically focus on the teaching strategies and adjustments made to support the needs of different groups of learners, including vulnerable learners and pupils with SEND. The Head of Learning Support and SENCO liaise with teaching staff regarding their observations and make recommendations as appropriate.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by the pupils themselves. Parents must notify their child's form teacher, Head of Year, SENCO or Head of Learning Support if their child's progress or behaviour gives cause for concern.

Authorised by

Resolution of the School Council

Signature

A handwritten signature in black ink, consisting of a stylized initial 'S' followed by a horizontal line.

Date

22 June 2022

Effective date of the Policy

22 June 2022

Review date

May 2023

Circulation

Members of School Council / teaching staff / all staff / parents / pupils
[on request]

Appendix 1

Malvern St James Waves of Intervention

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	Differentiate curriculum planning, activities, delivery and outcome Differentiate Preparation (Prep) Liaison with parents and House staff to review specific needs Examples of good work In class targeted teacher support Increased visual aids/modelling Visual timetables Illustrated/ACE dictionaries Use of writing frames Access to ICT including Assistive Technology Team teaching Access to whole school homework clubs - lunchtime subject drop-ins Prep drop in – LS Dept. After School club: targeted reading and Maths Revision classes	Booster lessons Catch-up lessons to pupils in exam classes who are behind Exam booster classes In class support from TA Reduced timetable Increasingly individualised timetable at KS4 1:1 tuition	Small group 1:1 literacy/numeracy support Learning challenges Exam concessions Advice from EP/Specialist teacher
Communication and Interaction	Differentiate curriculum planning, activities, delivery and outcome e.g. simplified language, key words Access to ICT including Assistive Technology Increased visual aids/ modelling Visual timetables Structured school and class routines	Support with focus on supporting speech and language Visual organiser	Small group 1:1 support for language Speech and language support/advice Advice from EP/Specialist teacher

Area of Need	Wave 1	Wave 2	Wave 3
Emotional, social and mental health	Whole school behaviour policy Whole school rules Whole school reward and sanctions systems Circle time PSHEEC focused work	In class support for supporting behaviour targets and enabling pupils to access the curriculum in a safe manner Short term mentoring from Director of Pastoral/LS Department Pastoral Care Plan	Individual counselling Individual support or mentoring Individual reward system Social skills training Peer mentoring Advice from EP/Specialist teacher Time-out Individual mentoring in the LS Department Pastoral Care Plan
Sensory & Physical	Flexible teaching arrangements Staff aware of implications of physical impairment Writing slopes Pencil Grips Morning movement Improved accessibility of building	Short-term individual or group lessons to support additional skills training and additional fine motor skills practice	Individual support in class during appropriate subjects e.g. Science, PE and lunchtime (TA or LS) Occupational Therapy programme Use of appropriate resources e.g. radio aids Advice from EP/Specialist teacher

Appendix 2 Malvern St James: Learning Support Department: Provision Map 2021-22

Year Group	Provision/Resource	Staffing	Notes
All years: Preparatory Department	In class support: Read, Write, Inc, Clicker/ DocsPlus and departmental resources	SENCO & Head of Learning Support 7 hours per week	SENCO and Head of Learning Support to support Pre-prep and Prep Dept teachers with differentiated group work in English and Maths lessons each week. L/S Numeracy and Literacy specialist teachers to support Pre-Prep teachers.
KS 2, 3, 4	Small Group Intervention	SENCO and Head of Learning Support	Working on key skills covering aspects of Literacy and Numeracy. Small groups of pupils identified as needing short term booster sessions in non-curriculum time.
Year 7 and 8	In class English support	Head of Learning Support	To support differentiation in Year 7 and 8 English lessons
Years 7 to 13	Prep Drop-In: pupils' own work	SENCO & Head of Learning Support	Prep Drop-In runs 4 evenings a week from 16:00-18:00. Pupils to register in and out.
Key Stage 4	Booster sessions for key skills	SENCO & Head of Learning Support	Short term booster groups for key skills
All years	Any student can access help at any time with a member of the L S Dept: student's own requirements	All teachers in LS Dept	Support service offered to any student in school for short term help e.g.: essay planning, concerns with curriculum and revision.
Reception to Year 6	Movement Programme	SENCO & Prep Dept teachers for 20 minutes per week	Programme for Key Stage 1 and 2 pupils for 20 minutes a week. This includes developing coordination skills and yoga techniques.
Year 3 to Year 6	Keyboard Skills; use Junior Englishtype software in the Junior ICT suite	1.5 hours per week with SENCO & Head of Learning Support.	Run as a lunch time session. 3 separate 30-minute sessions with places for 6 pupils in each. Open to all pupils in KS2 on a first come first served basis, with particular encouragement given to SEN pupils who would benefit from improving typing skills.
Year 3 to Year 6	Handwriting lesson based on "Speed Up" programme.	SENCO, 45 minutes per week at lunchtime	Offered to pupils with significant handwriting difficulties to work in groups up to 4 pupils for 8 weeks
Years 10 to 13	Yoga Class	Yoga teacher 1 hour weekly class	Offered to all pupils in years 10 - 13 to deal with stress and teach relaxation techniques
Years 7 to 13	Typing tuition: Englishtype software	Head of Learning Support	Head of Learning Support runs a 30-minute lunchtime session for pupils who have been referred in order to develop keyboard skills.

Years 10 and 12	Exam Access Arrangement Testing in line with JCQ requirements: variety of standardised tests	SENCO & Head of Learning Support	Testing, report writing and negotiating with exam boards via Examination Officers
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Appendix 3

Process for referral –

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